

**MICHIGAN
EDUCATIONAL
ASSESSMENT
PROGRAM**

HST

SPRING 2002

**SCORING
GUIDE**

WRITING PART ONE



SESSION 1

REPORTING AND REFLECTING

DIRECTIONS

You will have 35 minutes in which to write a response to the writing topic below and to transfer your response to your ANSWER BOOKLET. You may use the following page for notes, freewriting, outlining, or clustering, but any writing you want scored for Session 1 must start on page 3 in your ANSWER BOOKLET. Nothing written in this test booklet will be scored.

The scoring guide that will be used to score your paper is on the back page of this test booklet. You may want to review it prior to writing your response.

You may use a dictionary, thesaurus, spelling book, and/or grammar book at any time. Wristwatch alarms may NOT be used during the test.

WRITING TOPIC

Look over the two portfolio pieces of writing that you have in front of you.

How did you compose these two pieces? Did you use the same approach for both or did you use two different approaches? You must use specific details from your writing to clearly illustrate and support the points you make.

Your audience will be interested adult readers who **DO NOT** have your two portfolio pieces of writing.

Scoring Guide for the High School Test in Writing

Readers use these rubrics (holistic scorepoint descriptions) as guides when they score your writing.

Session 1

- 4 The written response demonstrates the ability to reflect critically on one's own writing. Ideas are supported by specific examples or details from the portfolio pieces. Organization and form enhance the central ideas and move the reader through the text. The voice and tone are authentic and compelling. There may be minor surface feature errors.
- 3 The written response demonstrates the ability to reflect on one's own writing. Ideas are somewhat supported by examples or details from the portfolio pieces. Organization and form are appropriate and present the ideas coherently. The voice and tone support the ideas conveyed. Surface feature errors may be noticeable.
- 2 The written response demonstrates some ability to reflect on one's own writing. Ideas are presented as generalizations about writing or simple summaries of portfolio pieces. The voice and tone may be inappropriate or uneven. Limited control of surface features may make the writing awkward to read.
- 1 The written response demonstrates the attempt to reflect on one's own writing. Ideas are supported by few, if any, details and examples. There is little discernible shape or direction. There is little control over voice and tone. Limited control of surface features may make the writing difficult to read.

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Begin writing **SESSION 1** on this page.

1 1 1

I did my first writing on ATK's, I wrote this from my point of view for example I have a four wheeler and it has been handy to go to the back of the field with tools so we can fix broken equipment quicker and easier.

My second writing is a kind of question and answer thing for example how do we cut back on deforestation?

I said to put more than one generation at one house hold, and to plant two trees every time you cut one down.

Score Point 1

The student begins this response by citing one point about how he/she composed the first essay and then falls into a short summary of what the piece is about. The student then refers to one point of criticism for the second essay and again lapses into summary - *retelling* rather than *reflecting*.

1 1 1 Begin writing **SESSION 1** on this page. 1 1 1

In my two ~~pieces~~ pieces of writing I have not followed any sort of guidelines I just wrote the way I felt. In one I did use some information from magazines and other sorts of info.

Mainly I just wrote what I thought because to me I don't care about other peoples ideas and I just doesn't matter because The teacher I have doesn't like me so I get bad grades

Score Point 1

This response demonstrates merely an attempt to reflect. The few points of criticism are utterly vague, and no specific portfolio piece is mentioned.

1 1 1

Begin writing **SESSION 1** on this page.

1 1 1

My two pieces of writing both started in the early years of the marking. One of my writings is a biographical documentation of Richard M. Nixon from when and where he was born until the present day which he still gives speeches. All the information I received from an encyclopedia or other biographical books on Nixon. I wrote on all his achievements and goals. My second piece of writing was the history of modern weaponry and the history of who used the weapons in famous battles like the Ok. Corral with Wyatt Earp and the infamous Peacemaker, was the weapon of his choice. The peacemaker was supposedly given to Wyatt during the early days of being a lawman, and he was one of the few that received one by Ned Buntline. All of the information I received came out of magazines and a few from encyclopedias. Both ~~the~~ pieces were ~~of~~ ~~the~~ history of people, and weapons or both. They are both very informational and tells you what you need to know about either Richard Nixon or a weapon.

Score Point 1

Although this student refers to both of his/her pieces of writing, he/she fails to offer anything more than vague and repetitious points of criticism about how the papers were composed.

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Begin writing **SESSION 1** on this page.

1 1 1

My two writing pieces contrast greatly. In my first paper entitled "Pablo Picasso," I stuck to the basic outline of a report. The opening paragraph started how Picasso's art career flourished, what schools he attended and so on. I then went on to tell about his influences, most famous works of art and his different styles including the most famous, "cubism." This style was critiqued as being made of little cubes. In the concluding paragraphs I simply stated, "Today, Picasso is considered to have been the greatest artist of the 20th century. He was a unique inventor of forms, a master of various media and the most profound and symbolic artist during the 20th century. He created more than 20,000 works of art ranging from drawings, paintings, sculptures and collages." In this paper, I feel that I could have lengthened the paragraphs and went into further detail about Picasso's life. I believe that these changes would make the paper much more interesting to the reader.

My second paper is untitled. It goes on to explain the statement "As long as possible, live free and uncommitted. It makes but little difference whether you are committed to a farm or the county jail" by Henry David Thoreau. Throughout this paper I go on in detail describing the different types of freedoms we as people have in this world today.

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In the third paragraph I stated, "Henry was basically say that no matter if you're free or confined from the world you still have your freedom, not in a sense that you are free to do as you please, but that you are free to be someone no one else is able to be." This one sentence basically sums up the whole significance of the paper. Personal freedom is something each of us owns, no matter where we are. This paper could have been a lot longer and went on to tell more about what the word freedom means to me. I could have made a much stronger impact on the reader by backing up my statements with stronger, more profound ideas.

Score Point 2

This student attempts to analyze several points of criticism concerning his/her approach to writing by retelling his/her portfolio pieces at length (I went on to tell, it goes on to explain). This demonstrates only some ability to reflect.

1 1 1 Begin writing **SESSION 1** on this page. 1 1 1

I wrote on capital Punishment and Natural Resources
 Capital Punishment I wrote for English class. I
 had to do research on it and get at least
 three references off of the computer. Another part
 of the assignment was to make a outline were I
 use five areas of Capital Punishment. Like
 the background, Types, Were its still being used today, and
 How people get the death penalty.

I also had to look up resources for
 the natural resources report. Things like CO₂ reducing
 it, R.B.R, and other problems with pollution.

First I had to identify the problems which I
 did and say why it was a problem, I also offered a
 couple of solutions for the problem.

I went about the same approach on both
 articles I looked up resources on the computer
 got an idea and started to write things
 that supported my thesis statement

Score Point 2

The student identifies both papers and offers several points as to how he/she composed them, along with a bit of text reference for support. This response is not developed enough for a higher score.

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Begin writing **SESSION 1** on this page.

1 1 1

I composed these writings for class. One I had to write in class about racism in the novel "Martian Chronicles". The other one I've had months to do it in. It is only my ~~raft~~^{rough} draft. I did not use the same approach on them. The paper I wrote in class was off the top of my head. Therefore I made a lot of mistakes. My second paper is a researched paper. It has taken me a long time to write it. The way this paper and my first paper is different is that my second one follows ^{like in the} ~~an~~ outline. It flows together rather than running together like in my first paper. In my first paper I ^{try to} summarize the story, but I jump from the beginning to the end and then to the beginning again. In my second paper I try and ~~write~~^{have} the paragraphs flow together so it all makes sense. In some paragraphs I foreshadow what's to come later in the paper. Also in my second paper I have more facts to base my ideas on. In my first paper I didn't use the book that much.

Score Point 2

This response compares the approach the student took writing both of his/her portfolio pieces. Although several points are given, support for these points in the form of text reference or analysis is lacking.

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These two pieces of writing are, both informative, rather than purely entertaining. Piece one was a persuasive paper written on the benefits of a vegetarian diet. This paper was for a speech class. The second piece of writing was an informative paper about the life of laborers during the early nineteenth hundreds, this was written for an American History class. Piece one is a gathering of facts from various resources and media. This piece follows a steady stream of thought, the facts are presented in a clear, organized way. Even though piece one is a persuasive paper it deals with both sides of the issue. It is only when all the facts are presented that people can make clear, conscious decisions. Persuasive means used in this paper were statistics, quotes, studies, and personal experience. It not only told about the health of a vegetarian diet but how it effects other areas as well. This diets effect on medicine, environment, concercancy, and the economy. All these points were backed up by facts.

Piece two was an informative paper taking a certain view point. When given a number of documents you were to use, quotes and ideas to back up and prove your position. In this writing I used various excerpts from the document. Keeping the quotes short

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and using them along with what I knew of this subject I was able to effectively portray what life was like for the common laborer.

Both of these pieces communicate effectively the point I was making. Both writings are backed up not by thoughts and feelings but by proven facts.

Because they have achieved their purpose in informing and persuading these pieces are examples of effective writing.

Score Point 2.

This high 2 response cites several points of criticism supported by minimal text reference and some analysis. This paper would need more specific examples or significant analysis to attain a higher score.

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Begin writing **SESSION 1** on this page.

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I used two different approaches in my two different essays. My first essay "Racism" I asked questions and tried to bring the reality of the subject to play. In my second essay "~~the~~ Civil War" I ~~g~~ tried to show the facts and use moral reasoning.

In "Racism" I tried to bring the audience to a higher consciousness by showing how racism affects America. I tried to show the audience how racism affects the children. I tried to show the audience that racism will eventually destroy the world as a whole. Points in my essay like "we must ~~se~~ stop the hate, because hate eventually turns to war and in the end there will be no winners, because we all have lost," I believe that statement opened the eyes of the audience to how devastating racism can be to human ~~nature~~ well being.

In my second essay "Civil War" I basically just stated the facts of the war. Facts like the north had more man power, more factories, and more money than the south throughout the entire war. That president Lincoln was on the side of the north against slavery. And showed that slavery was and still is morally ~~to~~ wrong by my statement "Just think if the shoe was on the other foot, and heaven forbid that the Caucasian man would be subject to slavery by the African kings."

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In short I take different approaches to different essays so that I can stay ~~multidiversified~~ multidiversified and never be subject to a biased one-sided stereotype journalist. That's why I use more than one approach.

Score Point 3

This low 3 response has one point of criticism linked to specific text support and strong analysis. However, the level of reflection is not sustained and the student offers just a point with an example for the second essay. The student demonstrates the ability to reflect. Organization is appropriate.

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Begin writing **SESSION 1** on this page.

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I chose these two different pieces of writing for several reasons.

The topics ~~are all very different~~, the approaches, and the style of writing are all very different. In both papers, I have many strong ~~and weak~~ parts that I reuse often in other papers. There are, however, many weak parts that could have used some work.

In my first writing, I was asked to compare the welfare system in the 1930's and the 1990's. I began saying that I agreed with the system in the 1930's and used arguments such as the common good and equality for all people, the state governments and charities that were overwhelmed with needy families, and prior knowledge that I had had from traveling and from school. I took a sharp turn, however, in the end of the paper by stating that I did not agree with the system today and gave a reasonable solution on how to fix the system, so it might be effective. I liked how I got my arguments from all different aspects. I think I stated

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things strongly with a clear voice, such as in this sentence "As far as I know, there has been no major need to create new jobs and no big economic crash which concludes that there is no reason for all these people to be depending on welfare to survive." One negative thing I found myself doing was repeating certain points and arguments one to many times. Overall, I enjoyed writing the paper.

In this second paper I was asked to write about different parts of my life where I saw my self maturing. I really enjoyed writing this paper because I used an anecdote to begin, wrote about changes in my life in the body, and concluded back with the anecdote. I used a lot of description ~~to~~ ~~to~~

Such as in this sentence or two. "I anxiously scope the room for something else in the room to get my attention off this moment. My eyes scan the room picking up the looks of nervous people, people bored out of their minds, and people trying very hard to keep their eyes from rolling back in their head. Nothing was really fascinating me until I saw this bright orange almost eye piercing sign catches my eye." I felt I really brought the reader into the moment with me.

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This piece really let me express my self and because of this my voice was clear and show this with this sentence, "From now on I'm just going to stand there, center stage, stare into the spot light, get on my toes, say a little prayer, open my mouth, and let it go."

As I sit here and re-read these papers, it is very clear to me how opposite each content and approach is.

In the first, I gave ~~the~~ some opinion, some facts, but was able to get my point across.

In the second, however, it was all creative and feeling. I find ~~that~~ that type to be much easier to flow with. I enjoy both papers and the way they were composed and will learn much from analyzing them like this.

Score Point 3

Several points of criticism are given in this response, some of which are supported by specific examples. One point (use of description) is linked to both a specific example and some analysis of its significance. This student shows an ability to reflect.

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In my essays I feel I composed them with a strong voice. I didn't use anything to drag my paper on. Using facts was also an important factor of my papers for several reasons.

First, my strong voice allowed me to state things that people didn't know, without confusing them. For example, in my paper, *The North vs. The South*, I said, 'The treatment of a slave was ~~was~~ cruel and unfair.' No one should have had a hard time understanding what ~~that~~ meant.

Second, I was right to the point. Using journalistic fluff, isn't my style. Everything written was right there on the paper and didn't need any explanation. When I explained the Industry of the South I didn't use big words that someone would have to look up before knowing what they meant.

Third of all, I used facts. When you read someone's paper you want to know the facts. What's happening and where it happened. In my essay entitled 'Aphorism', I said "Telling people ~~can~~ ^{secrets,} can get you in trouble..." I was stating the obvious, but also saying something that people don't always think about.

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Lastly, I feel I approached both of my papers the same way. Using strong voice, facts, and an easy diction helped a lot. Writings are important and must be written carefully. I think that is what I strived for in both of my essays.

Score Point 3

This paper contains a critical point supported by text reference and analysis three times throughout the essay. However, the examples and the analysis are somewhat weak.

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Begin writing **SESSION 1** on this page.

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In my first piece of writing about the welfare system of the 1930's, I chose to give my writing specific details and structure. Since we had to write this paper after reading an article about welfare, I threw in many informational quotes from the article.

For instance, in the quote, "by 1933, 13 million Americans had been thrown out of work," the reader knows the ~~date~~^{year} that ^{13 million} people were affected by the depression of the 1930's. After giving more information on what caused the depression, I led the reader to the start of the welfare system. "A national welfare system was established for the first time in history in 1935." This quote tells the reader that the effect of the depression was a welfare system and a year is given to help them visualize what it may have been like to live in the 1930's.

This piece of writing reflects more of my journalistic style that I have learned from two years of being on my high school newspaper. The paper is well thought out and informational, but it is a little dry. It could have ^{had} a little more flare if I had used different wording. However, I chose to keep it informational and to the point.

My second piece of writing is on the topic of violence and how it affects our society. For this paper, I was pleased to state my opinions vividly →

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and use very ~~desp~~ descriptive wording. I wrote about the violence and genocide that is going on in Kosovo and tried to imagine how I would feel to be there. In ~~the~~ ^{one} sentence I wrote, "imagine planning your day not knowing if you would live through it." This sentence provokes the reader to actually think about the harsh reality that the people in Kosovo live everyday. As I discuss Kosovo further, I then move into a new paragraph stating my attitude toward my country. For example, "observing this violence from safety has made me very grateful." This sentence explains my feelings toward being in a safe place, my country. I conclude this piece by offering a solution, "all we can do is keep peace individually and promote unity among each other."

In conclusion, this piece of writing differs greatly from the other one. This paper shows more emotions and less facts. Although it is more flowery and poetic, it is still to the point and easy to relate to. Both of my papers share that quality of being "reader friendly" and straight to the point. I believe they are both good works of writing that I am proud to sign my name to.

Score Point 4

This student cites several points of criticism (informational quotes, I tried to imagine how I would feel to be there) that are supported by specific examples and analyses of their importance in a well organized response.

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Begin writing **SESSION 1** on this page.

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I have used many different approaches in my writing, but I especially like the approach I used in my first portfolio piece. My essay was on curfews, and I started my paper with a scenerio of being out late at night. I felt that this might gain the reader's interest, because most of my audience were teenagers, who could relate to it. I wanted my audience to know how strongly I felt about curfews, and I did this by stating "adults claim that curfews reduce juvenile crime. That allegation is simply not true." I went on from there, stating evidence that supported my belief. One piece of evidence I used depicted that curfews violate our constitutional rights. I also stated that only a small portion of crimes committed are caused by teenagers, and of that portion, a big percentage of those crimes are committed between 3 and 8 pm, making an 11 or 12 o'clock curfew useless. I used facts to express the uselessness of curfews. I did not use any specific statistics, but if I were to rewrite this paper, I would attempt to find some numerical data to back up my beliefs. I wanted to end strongly, and I feel that this quote did the job perfectly. "Being young is NOT a crime."

For my ~~second~~ piece, I used a different approach. In this paper, which was about the Aztecs, I used only facts and history in the introduction and throughout

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the rest of the paper. This approach made the paper more dull. It was not an attention-getter. My introduction jumped right into the topic, and was more of a body paragraph than an introduction. I only used the notes I had taken about the Aztecs ~~in~~ in class, and that limited what I could say about them. I integrated my notes in an organized way, starting out with their religion, and I linked my paragraphs together quite well. For instance, the Aztecs had believed that animals were holy, so ~~as~~ as a transition from religion to war, I talked about how the warriors who died in battle were believed to be reincarnated as butterflies. In this paper, I never stated my opinion of the Aztecs; I only reported what I knew of them in an organized fashion. The ending of my paper told of the arrival of the Spaniards and the fall of the Aztec empire. I probably should have included ~~the~~ the beginning of their empire in the introduction, but I didn't. If I had done that, this paper would have been like a timeline of the Aztec empire. →

Score Point 4

This response identifies the different approaches (I started my paper with a scenario, stating evidence that supported my belief) that are supported by specific examples and significant analysis of their importance.

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Begin writing **SESSION 1** on this page.

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My two pieces of writing, an English essay on the novel Fahrenheit 451 and a historical essay on Hammurabi's Code, have many things in common and also a few differences.

Both essays begin with an effective, relevant quote. The Hammurabi Essay opens with ^{the} statement "An eye for an eye and a tooth for a tooth." The first sentence in the 451° Essay is a quote from Franklin D. Roosevelt, "We all know that books burn - yet we have the greater knowledge that books cannot be killed by fire. People die, but books never die. No man and no force can abolish memory..." By using the quote ~~technique~~ to begin both pieces, I was able to hook the readers by interesting them in the essays. This is one way in which the two pieces were approached and composed similarly.

Another similarity in the approach to these two pieces was my clear separation of paragraphs into distinct ideas ^{often} by using transition statements. For example, "Although," "Furthermore," and "Moreover" were all used in the 451° Essay.

The Hammurabi essay, while not using as sophisticated transitions, was no less clear in outlining the topic. The paragraph on Social Ethics begins "Social Ethics was one of the largest categories in Hammurabi's Code." By making clear paragraphs,

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the reader of both pieces can easily follow the flow of the writing.

One difference between the two pieces was the style, or type, of essay they were. The 451^o Essay was a character comparison essay of three characters, Montag, Faber, and Granger. The Hammurabi Essay was more of an out-and-out historical analysis. In 451^o I had to compare using sentences like "Moreover, all three characters are fighting against the decay, each trying to cure society of its horrible condition." In Hammurabi's piece, I did not need to coordinate three characters' actions into one fluid paragraph. Instead, I just explained the nature of Hammurabi's code. It was a less complex, more direct essay. This was a difference in my approach to the two pieces.

Score Point 4

This response cites several points of criticism (begin with an effective, relevant quote, my clear separation of paragraphs) for each portfolio piece(s) that are supported with specific examples and analysis of their importance throughout this well organized response.

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There may be more than one way to skin a cat, but you never skin a cat the same way you do a dog. Thus, you never write an entertainment piece using the same methods you use when writing an essay.

When writing my "myth" Yerg's Quest I sought to introduce the story in a manner that would not only introduce the world, but the tone as well. In this way, "Come small children, so that I may amuse you with stories of times past" not only introduced the reader that this was a humor piece, but that it was a myth in the style of Homer's Odyssey ~~Odyssey~~ Odyssey as well.

When writing my essay, on the other hand, I kept the introduction as simple and direct as possible, and this can be seen in my simple, yet informative introduction: "While the Protestant reformation was at its heart a religious reformation, its effects were more far reaching than just altering the religious world." That type of introduction is far more appropriate to my intended audience, my history teacher, than a flowery, metaphor filled introduction.

The body of my myth and essay are very different as well. While my myth was full of dialogue containing humorous anecdotes by the hero such as, "I bet all heroes start out as

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criminals.' I never allowed the essay to stray from the topic in the slightest. I did, however, manage to incorporate humor that not only appealed to my intended reader but informed as well. This is most clearly seen in my discussion of fish production, "...one area, however, lagged behind in Lutheran regions, ~~and~~ fish production." While the humor of that quote cannot be seen by the average reader, it is in fact playing upon an inside joke within the classroom.

As you can see, I approached my two very different writing assignments in very different manners. With good reason too, for if Karl Marx had written the Communist Manifesto in the same manner Mark Twain ~~was~~ wrote The Adventures of Huckleberry Finn, perhaps the world never ~~had~~ have been a Soviet Union or an 'A' on both my papers.

Score Point 4

Using voice and tone, this well organized response identifies several points of criticism that are supported by specific examples and significant analysis of their importance.